HIBBING COMMUNITY COLLEGE
COURSE OUTLINE

COURSE TITLE & NUMBER: American Indian History: History 1150
CREDITS: 3 (3 Lec / 0 Lab)
PREREQUISITES: College-level reading is required.

CATALOG DESCRIPTION:
American Indian History surveys the history of American Indians in North America from pre-Columbian times to the present. Topics include pre-Columbian history and cultural adaptations; cultural clashes in colonial America; U.S. expansion on the frontier; the Indian wars (1783-1890); reservation life; assimilation and adaptation; and cultural revival in the 20th century.

OUTLINE OF MAJOR CONTENT AREAS:
1. America before Columbus
   A. Origin stories
   B. The Beringia Land Bridge
   C. The natural environment in pre-Columbian North America
   D. Seven cultural areas
2. Europe meets America: The clash of cultures
   A. The Spanish
   B. The French
   C. The English
   D. Colonial conflicts, 1680-1763
3. The new nation and American Indians
   A. The American Revolution, 1776-1783
   B. American migration, 1783-1800
   C. A new Indian policy
   D. Indian-white relations in the Southeast
   E. Indian-white relations in the Old Northwest
4. America heads west
   A. The Lewis and Clark Expedition
   B. The Rocky Mountain and Missouri River fur trade
   C. The Five Civilized Tribes and removal
   D. California, Oregon, and white settlement
   E. The Civil War and America’s native peoples
5. Indian Wars: The Great Plains and Southwest
   A. The Dakota/Lakota and Indian resistance, 1862-1890
   B. Kiowas, Cheyenne, and Commanches on the Southern Plains, 1860-1890
   C. The Navaho and the Long Walk
   D. Apache resistance in the Southwest
   E. Chief Joseph and the Nez Perce War
6. The reservation era: 1870-1900
   A. Treaties and the origins of the reservation system
B. Agents, missionaries, and the army: running the reservations
C. To allot or not to allot: the Dawes Act
D. The reservation system and cultural genocide
E. Indian Schools and cultural survival
7. Assimilation and survival: 1900-1945
   A. The Progressives, World War I, and the Indian
   B. John Collier and the Indian Reorganization Act
   C. The Indian and World War II
8. Indians in the post-war world
   A. Termination and relocation
   B. The Great Society and America’s native people
   C. Nixon and Indian self-determination
   D. Indian civil rights and the rise of American Indian Movement (AIM)
9. Contemporary issues
   A. Repatriation and cultural patrimony
   B. Economic development and resource management
   C. Education
   D. Religion
   E. Cultural preservation
   F. Politics in Indian Country

COURSE GOALS/OBJECTIVES/OUTCOMES:

1. Students will describe the natural and cultural environment of North America before European contact.
2. Students will explain how American Indians adapted to their environment before European contact.
3. Students will describe the impact of the Columbian Exchange on both the Europeans and Indians.
4. Students will compare and contrast the impact of Spanish, French, and English colonial policies on the American Indians.
5. Students will describe the impact of colonial conflicts (1680-1763) and the American Revolution on American Indian communities.
6. Students will explain how white settlers interacted with Indians from 1783 to 1860 on the Trans-Appalachian frontier.
7. Students will describe the process of Indian removal on the Trans-Appalachian frontier and explain its impact.
8. Students will describe reservation life and its impact on Indian communities.
9. Students will explain the concept of assimilation and describe the methods the U.S. government used to assimilate reservation communities.
10. Students will describe the impact of World War I on Indian communities.
11. Students will describe World War II’s impact on Indian communities and explain the goals of the federal government’s termination policies (1945-1960).
12. Students will compare and contrast the federal government’s Indian policies during the Johnson and Nixon administrations and list the goals of the American Indian Movement (AIM) and explain their impact in the 1960s and 1970s.
13. Students will explain the current status of federal laws relating to economic development, treaty rights, and religious practices in American Indian communities.

MNTC GOALS AND COMPETENCIES MET:
History and the Social and Behavioral Sciences
Human Diversity

HCC COMPETENCIES MET:
Communicating Clearly & Effectively
Social/Civic Responsibility

STUDENT CONTRIBUTIONS:
Students are expected to attend class on a regular basis and be prepared to contribute to and participate in class discussions.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

ADDITIONAL INFORMATION:
Students may not earn credit for this course if they have previously completed and earned credit for MCS1100 or MCS 1101.

Curriculum Committee Approval Date: May 6, 2019

AASC APPROVAL DATE: July 24, 2019
REVIEW DATE: July 2024